DOCUMENT RESUME

ED 064 287 TM 001 403

TITLE	A Description of the Comprehensive Testing Program Model in Public Schools of the District of Columbia.
INSTITUTION	District of Columbia Public Schools, Washington, D.C.
PUB DATE	Nov 71
NOTE	33p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Achievement Tests; *Criterion Referenced Tests; *Diagnostic Tests; *Models; Public Schools; Staff Role; *Student Evaluation; *Testing Programs
IDENTIFIERS	*District of Columbia

ABSTRACT

A description of the comprehensive testing program model currently in the Public Schools of the District of Columbia is provided. The primary objective of the testing program is to facilitate academic instructions of individual students. The four types of testing programs in the D.C. public schools are Standardized Achievement Tests, Criterion-Referenced Tests, Diagnostic Tests, and Optional Testing Program. The role of testing in a city school system, problems and major objectives of the program in the D.C. schools, and testing program personnel are discussed. Testing program models for 1974 and after 1974 are included. (DB)

ED 064287

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A DESCRIPTION OF THE COMPREHENSIVE TESTING PROGRAM MODEL IN PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

TM 001 403

INTERSTATE PROJECT ON STATE PLANNING AND PROGRAM CONSOLIDATION

Prepared through
THE DIVISION OF PLANNING, RESEARCH AND EVALUATION
PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

NOVEMBER 1971

INTERSTATE PROJECT ON STATE PLANNING AND PROGRAM CONSOLIDATION

Representatives for the District of Columbia

Superintendent of Schools . . . . . Dr. Hugh J. Scott

Steering Committee Member . . . . . Thomas White

Assistant Superintendent of Research and Evaluation . . . . . Dr. Mildred P. Cooper

Executive Assistant to the Vice Superintendent . . . . . LeRoy Dillard

Assistant Superintendent for Federal Programs . . . . . Harris M. Taylor

Evaluation Consultant . . . . . Dr. Martin Dishart

Interstate Project Planning Committee

Evelyn L. Bull

Annie R. Crittenden

Evelyn Ehrman

Robert B. Farr

Betty Freeman

Dr. Wilbur A. Millard

Walter M. Morris

Dr. Josefina M. Ordonez

Sherene Webb

Louise White

Wilma W. Wood

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CHAPTER 1. INTRODUCTION

Following is a description of the comprehensive testing program model currently in Public Schools of the District of Columbia. The last chapter of this report includes a projection of the planned testing program models for 1974 and for after 1974.

Although this report was prepared for use at the Region III Interstate Project Conference on Program Planning and Consolidation, it also represents the on-going planning and development work necessary to implement the comprehensive testing program as part of the Academic Achievement Project in D.C. Public Schools. That project, with especial focus upon necessary reading and mathematics skills, utilizes testing information first and foremost to facilitate viable individualized instructional programs for students.

It will be noticed throughout this report that the comprehensive testing program includes responsibilities for all levels of school personnel and encourages parent and community involvement. This is true not only because the limited budget and staff make it necessary, but also because it is believed highly desirable for the maximal utilization of testing benefits. Specifically, since the primary objective of the testing program is to facilitate academic instructions of individual students, classroom teachers are extensively and intensively prepared, by in-service workshops, to validly administer tests and interpret, understand, and utilize the testing information for individualized instructions. By the same line of logic, special Home Reports and teacher conferences are arranged to help parents understand the testing information and how they can facilitate

student educational accomplishments. And finally, but very importantly, D.C. Public Schools has developed plans to disseminate testing information which clearly and accurately informs the public of testing results but adamantly protects the privacy rights of its students.

CHAPTER 2. THE ROLE OF TESTING IN A CITY SCHOOL SYSTEM

Although testing can serve a wide variety of important purposes, as will be described in detail, it should always be a means, or a tool, or a method rather than end in itself. In all cases, its primary role should be to give information about individuals. Thus it can compare a student's performances with the performances of other students in his class, or grade, or age level, or school, or school system, or with all students. It can be used to compare a school with other schools or a class with other classes or a program with other programs. It can provide a teacher with an approximation of what a student knows about a given subject as compared with what he should know about the subject. It can do this for groups or individuals. For the latter it can also be used to show how the student performs as well as what he is able to do. And, if used very sensitively, as will be described later, it can also help to reveal why the student performs as he does and what can be done to help him perform better.

In all of the above cases tests, whether individual, classroom, school-wide, or system-wide, are means of helping the achievement of educational objectives. Tests, when used in the role of testing, do not ordinarily teach anything or directly provide education.[1] Rather, they facilitate education with the information they provide. Testing information

[1]Although test instruments can be used educationally, or even to teach students how to score higher on other tests, these are not the roles of testing; in such cases the testing instrument is being used for other, non-testing purposes.

can also be used for reporting to parents, the community, and school administrators, the status of students' education and program effectiveness.

Certainly it is one of the duties of a school program to develop its students' readiness and ability to validly take standardized tests. However, if tests are used as an end in themselves, or if test scores are used as the ultimate objective of a school system, then they are not being used primarily for the purpose of enhancing students' education. Indeed, students being educated to score high on certain tests could result in inadequate attention to what is not being tested -- including tests not being used.

If there were a test, or battery of tests, that could measure all of the things that students should gain from twelve years of public school education, then the school system's objectives could validly be high test scores. But although there are many tests which if properly utilized can provide marvelous and vital information to measure and facilitate aspects of essential education, no test or battery of tests, not even the best from all the tests in existence put together, can measure <u>all</u> that a student should gain from education.

In addition to all the subjects, aspects of subjects, and inter-relationships of subjects, students should learn how to learn effectively, how to deal with atypical academic problems, how to work with other students, and how to live in and work in a learning and accomplishing environment with personal creativeness and enjoyment. This should develop in such a way that the energies and interest of learning can be applied to new unknowns which are not in either today's curriculums or today's tests.

There are vast differences between students who score high on academic tests after they have been primed to score high on tests and

students who score equally high on the same tests because they really know all aspects of the academic subjects which the tests are only sampling.

If anyone wants to know whether students can be taught to score higher on tests, the answer is a definite "Yes". Students can be taught to score higher on even the Binet and WISC Intelligence Tests by being prepared with practice on similar reasoning items. But the resulting higher intelligence test score will not really have raised a child's intellectual capacities. Students can be trained to increase their manual dexterity speeds for tests to be administered afterwards. But the increased workspeed scores would only indicate abilities during the testing period rather than indexing dexterities, work tolerances, and fatigue factors for future career considerations. Students can be easily trained in the tricks of scoring higher on academic achievement tests. But the unduly high academic score, though reliable in retesting with alternate forms, would not really show the student's grasp of the subject nor where his curriculum should be strengthened. In all of these examples, the test scores might be reliable and valid so far as the standardization and norms of the test are concerned; but they would be neither reliable nor valid tests of how well the students are prepared to go on to learn a next level of education, how well they would do in new performance situations related to the subject but not to the tests, or how well they could compete with other graduates who had focused upon the subjects instead of upon measures of the subjects.

For all of these reasons, in any school system, it is vital that tests are really being maximally utilized to facilitate students' education. In the long run, such a purpose will result in a better "show and tell" than could possibly be accomplished with any other use of tests.

CHAPTER 3. SOME PROBLEMS AND MAJOR OBJECTIVES OF TESTING IN DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Some Special Problems

Besides all the testing problems that any large city school system faces, the District of Columbia has some additional, very severe, special difficulties.

For one thing, a large proportion of the students' families are new to Washington, D.C. They came from many states and from a wide array of educational systems. In some of those areas, educational programs as well as opportunities were limited or restricted. The parents of many of the children in the District of Columbia, and sometimes the older students too, had lived in areas where Black students were taught only what bigoted White people thought they should learn instead of what they needed to know for self-improvement. To make matters even more difficult, many of these parents came to metropolitan Washington, D.C. from rural areas with different rural ways of life. Perhaps they appreciate a good education for their children even more because of these things. Nevertheless it can be very difficult to convey such values when living in pressured inner-city poverty while store windows and television advertises what the family cannot afford. In such situations it is very tempting for students to seek right away what is easily available as an alternative to working hard in school for many years; it is understandable if they drop out, or give up, or not really care about the academic aspects of school. All children find it difficult to work hard today to achieve something for tomorrow. For very poor inner-city children, it is even harder.

This makes the role of testing in the District a very complex one since what is done with testing information will depend partly on why individual pupils performed as they did, and how they can be helped to perform better. The entire school system should share responsibility for these testing purposes; administrators, teachers, and support personnel can all provide needed assistance. As will be described, this very definitely and vitally should include roles for students' parents and siblings -- in terms of what they can do to help. They must realize that whether they wish to or not, their attitudes and behavior will influence student learning and that there is a great deal they can do about the kinds of influences that will take place.

Major Objectives of the Comprehensive Testing Program

1. To identify the academic strengths, weaknesses, and progress of individual students so that teachers can effectively tailor instructions to meet individual and class needs. This primary objective is to be carried out within the framework of the Academic Achievement Project which especially focuses upon individual student achievement of required reading and mathematics skills.

2. To provide grouped testing data which can be utilized for planning effective instructional programs at school and system levels. There should be a direct reciprocal and facilitative relationship between the testing program and the instructional program. Test data should help support, develop, and improve instructions for the benefit of students.

3. To provide analysed testing information which can help school administrators to make decisions for effective planning and realistic priorities. It should assist those persons responsible for short and long

range planning with clear and valid information about student accomplishment, progress, and unmet needs.

4. To identify special needs of individual students or groups of students. These needs may range from remedial or special education to affording especially talented students opportunities to develop their potential.

5. To provide adequate in-service training for teachers and other school personnel in the valid administration, interpretation, and utilization of tests and test information.

6. Individual student test scores should be used only for the best interests of the student. This means that the scores will be released only to the student and his parent or guardian. This also means that teachers and counselors have a responsibility to help the students and their parents to interpret and understand the test results.[1]

7. To develop a comprehensive dissemination program which clearly and accurately interprets grouped test score data for the local community and general public.

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[1]Test score data is to be made available to the Division of Planning, Research and Evaluation for school system research and evaluation purposes.

CHAPTER 4. TYPES OF TESTING PROGRAMS IN DISTRICT OF COLUMBIA PUBLIC SCHOOLS

There are four types of testing programs in Public Schools of the District of Columbia: standardized achievement tests, criterion-referenced tests, diagnostic tests, and optional tests. These tests complement and supplement one another in a comprehensive program with each type of testing serving a variety of purposes.

A. Standardized Achievement Tests

Standardized achievement tests compare performances of the student taking the test with the performances of other comparable students upon whom the test was standardized and norms established. These tests offer valuable information but also have limitations. Most of the limitations center around the concept of "comparable students". Specifically, to be valid, norms have to be established upon a population of students who are representative of the students who will take the test. There presently are no available tests with national norms standardized upon groups of students completely representative of the District's nearly all-Black and mostly very poor students. And there are no similar tests standardized directly upon District students. This problem is being resolved by D.C. Public Schools with the development of criterion-referenced tests which complement and supplement but do not replace the achievement tests.

Standardized achievement tests in reading and mathematics are still being utilized because they provide uniquely necessary information. First of all, it <u>is</u> necessary to know how District students compare academically

with other students in the nation because they will have to compete with these other students for training, for jobs, for higher education, and for achievement in life. Secondly, it is necessary to know how they compare so that any previous unfair opportunities can be compensated for and remedied with improved educational opportunities; i.e. academic weaknesses (even though based upon unequal opportunities) have to be identified to be corrected. But no one should assume that below-average academic abilities of District students are necessarily due to below-average capacities. Also, standardized achievement tests should not be used for or confused with curriculum goals. Criterion-referenced measures are being developed for that purpose.

In the District of Columbia Public Schools, standardized achievement tests are only in reading and mathematics and only for all students in grades one through nine. Following are the specific standardized achievement tests scheduled for use in fiscal year 1972.

Grade	September 22-28, 1971	April 24-28, 1972
1	Metropolitan Readiness Test, Form B (This measures readiness for instructions and is not really an achievement test.)	California Achievement Tests, Level 1, Form B, Reading and Arithmetic
2	California Achievement Tests, Level 1, Form B, Reading and Arithmetic	California Achievement Tests, Level 1, Form A, Reading and Arithmetic
3	Comprehensive Tests of Basic Skills, Form R, Level 1, Reading and Mathematics	Comprehensive Tests of Basic Skills, Form Q, Level 1, Reading and Mathematics
4	Comprehensive Tests of Basic Skills, Form R, Level 2 Reading and Mathematics	Comprehensive Tests of Basic Skills, Form Q, Level 2, Reading and Mathematics
5	Comprehensive Tests of Basic Skills, Form R, Level 2, Reading and Mathematics	Comprehensive Tests of Basic Skills, Form Q, Level 2, Reading and Mathematics

Grade	September 22-28, 1971	April 24-28, 1972
6	Comprehensive Tests of Basic Skills, Form R, Level 2, Reading and Mathematics	Comprehensive Tests of Basic Skills, Form Q, Level 2, Reading and Mathematics
7	Comprehensive Tests of Basic Skills, Form R, Level 3, Reading and Mathematics	Comprehensive Tests of Basic Skills, Form Q, Level 3, Reading and Mathematics
8	Comprehensive Tests of Basic Skills, Form R, Level 3, Reading and Mathematics	Comprehensive Tests of Basic Skills, Form Q, Level 3, Reading and Mathematics
9	Comprehensive Tests of Basic Skills, Form R, Level 4, Reading and Mathematics	Comprehensive Tests of Basic Skills, Form Q, Level 4, Reading and Mathematics

Insofar as possible, standardized tests are administered in the classroom by the classroom teacher at the elementary level and by the homeroom teachers in the homerooms at the junior high level. It is considered especially important for primary grade teachers to test their own pupils.

Scored results of the standardized achievement tests given in September are returned to each student's respective teacher by November. It shows the reading and mathematics strengths and weaknesses of each student and also includes profiles of the class and school. The teacher can use this information to prepare instructional materials to meet individual student needs as well as class needs. Areas of weaknesses can be identified in terms of how each student compares with national norms as well as with his classmates on the tested materials.

Three copies of these test results are returned in November. One copy is used by the classroom teacher for instructional planning. A second copy goes into each student's cumulative record. A third, specially prepared, "Home Report" copy is sent to the student's parents who can then discuss it with the teacher.

Grades 10, 11, and 12 do not receive standardized achievement tests for all students at the present time. All students in grades 10, 11, and 12 should be tested with such tests. This is a major priority of the testing program and will be implemented as soon as the necessary funds and resources are available.

However, approximately 10% of the students in grade 11 are tested on the Sequential Tests of Educational Progress (STEP) Form 2A, Reading and Mathematics, Series II. Also, approximately 10% of the vocational high school 11th grade students receive the Stanford Achievement Test, High School Basic Battery, Reading and Numerical Competence. Additional achievement tests are utilized as part of special programs and the optional testing program which will be described. However, to reiterate, standardized achievement tests are given to all regular students in grades one through nine but only in reading and mathematics.

B. Criterion-Referenced Tests

The California Test Bureau of McGraw-Hill and Public Schools of the District of Columbia are developing criterion-referenced tests in reading and mathematics to be available for all grade levels as soon as possible. This work is under the supervision of the Departments of Research and Evaluation. Criterion-referenced tests are unlike standardized achievement tests in that they do not compare the performances of students with those of other students or with norms. Rather they measure the amount of accomplishment of specific subject skills -- i.e. reading and mathematics skills -- by individual students. In this way the tests can show those academic skills that each student, or group of students, has learned and those skills which have yet to be learned according to the objectives of the curriculum.

The measures can then be used for the following purposes:

A. To Diagnose --- They can provide diagnostic information showing the strengths and weaknesses of individual students in specific academic, e.g. reading or mathematics, skills. This information is keyed to curriculum materials in actual classroom use.

B. To Prescribe --- On the basis of the identified academic skills accomplished and not yet accomplished by individual students, instructional and remedial materials can be prescribed for each of them. This is keyed to the curriculum materials in classroom use and specified in behavioral objective terms.

C. To Evaluate and Re-evaluate --- Pre-, post, and interim evaluation tests identify individual student accomplishments, progress, and problems. This information is utilized for individual and group instructional purposes.

D. For Program Evaluation and Planning --- The information about the accomplishments, progress and problems can be grouped by class, school, or other units showing common areas of strengths, weaknesses, and special attention needs. It can help teachers to plan or restructure curriculums to meet class as well as individual needs, can help school administrators plan for staff and curriculum development, and can help the system administrators determine over-all educational priorities. The information can also be used for reporting to the community on school accomplishments and needs; and it can report to parents specifically what their children have already achieved and still need to learn.

There should be no problem in establishing the many values of criterion-referenced tests for the entire school program. The problem is the amount of time that it takes to develop the tests. Since criterion-referenced tests must be directly based upon the instructional materials

in school use -- a necessity for the prescriptive purposes of the tests -- each item has to be related to specific instructional objectives, a process that takes a lot of careful well-thought-out work. The performance standard for these tests has been the "minimum floors" of achievement for specific grades which were determined by a sub-committee of the Implementation Team of the Academic Achievement Project and the Reading and Mathematics Departments of D.C. Public Schools. The criterion-referenced tests for D.C. Public Schools will be in reading and mathematics, and will be called the "Prescriptive Reading Inventory" (PRI) and the "Prescriptive Mathematics Inventory" (PMI). Items in both inventories will correspond to their respective academic instructional objectives and minimal floors of achievement as established for D.C. Public Schools.

These tests will eventually be developed for grades one through nine in reading and mathematics. The first tests, (PRI) for grades four and six in reading, are scheduled to be ready for use in January 1972. In September 1972, the (PMI) tests for grades four and six in mathematics are scheduled to be ready for use. Within three years, criterion-referenced tests in reading and mathematics will be available for grades one through nine. It is of high priority and should benefit from the implementation experiences gained with the initial tests.

C. Diagnostic Tests

The primary purpose of all school testing is to diagnose the strengths and weaknesses of students and groups of students. The various types of tests measure different kinds of performances; they provide different kinds of information and degrees of sensitivity. Diagnostic values of the tests will depend upon how sensitively the information is used as well as upon the actual data.

Thus standardized achievement tests can compare student strengths and weaknesses according to national norms. The teacher can use this information to strengthen academic areas of instructions for the individual student, groups of students, or the entire class depending upon their needs. Similarly, she can gain teaching time by not dwelling upon areas of information already known to all of her students. But in order for her to do this, she must have the test results returned to her in such a format that she can see the strengths and weaknesses. Furthermore, this must be done early enough to apply the information to her instructional program. In Public Schools of the District of Columbia, three copies of the September 1971 testing results were returned, in the required format, to teachers in November. This enabled teachers to use the results in their lesson planning. It provided a permanent record in each student's cumulative file for development measures. And the specially prepared copy sent to parents encouraged them to discuss with teachers how they might help with the academic program.

The criterion-referenced tests can identify individual student strengths and weaknesses in terms of specific required reading and mathematics performance skills. Since the tests are keyed to the instructional materials used in the classroom and based upon minimum floors, the academic diagnosis can be followed with an instructional prescription to help individual students or groups of students learn what they are required to achieve. Interim and post testing will continually update the prescription in terms of changing student needs as new skills are learned. As with the standardized achievement tests, parents will be informed and invited to participate actively in enhancing or assisting student academic achievement.

The first criterion-referenced tests will be used in January 1972.

It is expected that the greater depth and specificity of diagnosis provided by these tests will enable not only improved instructional prescriptions but also more-specific parent involvement in both understanding and assisting student academic accomplishment.

Both the standardized achievement and the criterion-referenced tests will have diagnostic values for in-service staff development, curriculum improvement, and program planning. Principals will be able to identify needed training areas and system administrators will have a source of information about program areas that need strengthening.

In addition to the school-wide testing program, diagnostic information is obtained from optional group and individual tests. The Department of Pupil Personnel Services has four Pupil Personnel Centers served by a staff which includes (unfortunately only) three Educational Specialists and five Psychometrists. Records can be analysed and special tests administered as needed. Students can also be referred for special education or individual diagnostic test services.

D. Optional Testing Program

The optional testing program includes those tests that schools or departments may utilize for specific purposes. Such testing may be used throughout the school year. However, each school or department must be responsible for scoring its own tests. The result is that pertinent information does not go into a central information system. Also, because of limited departmental budgets, the list of optional tests available is not as extensive as it should be. Nevertheless these departmental and school tests serve needed purposes and provide important information not covered by the system-wide testing programs.

CHAPTER 5. PERSONNEL PARTICIPATING IN THE TESTING PROGRAM

The Pupil Appraisal Section of the Department of Pupil Personnel Services has a small specialized staff assigned full time to the testing program. Most of the other personnel participating in the testing program are teachers, guidance counselors, librarians, and department heads. This is, of course, as it should be since they are the persons who carry out the instructional programs. However this does necessitate staff-development and advisory services as described below.

A. Staff Roles of Full Time Pupil Appraisal Section Personnel

There is a decentralization of pupil appraisal services with four Pupil Personnel Centers located throughout the city.

1. Director of Pupil Appraisal:

a. Assists in the planning of testing programs at the local level for the purpose of assessment for instructional and counseling needs.

b. Consults with specialists from universities and test publishing agencies in order to assist in the development of new tests and assessment techniques relating to individual and group growth and development and short term diagnostic procedures.

c. Assists in the selection of and provides supervision and staff development for the professional and clerical staff.

d. Assumes responsibility for the total program of test administration and valid interpretation of test results.

e. Assists in the development of productive data processing and retrieval procedures.

f. Is responsible for analytical reports, evaluations, and recommendations to schools.

g. Is responsible for the organization and supervision of all programs of the Section in coordination with the implementation plans of the Academic Achievement Project.

2. Assistant Director of Pupil Appraisal:

a. Assists with planning and implementing programs designed to provide increased and improved assessment services to schools.

b. Supervises and coordinates activities and services of the Educational Specialists and Psychometrists assigned to Pupil Personnel Centers.

c. Conducts workshops for Educational Specialists and Psychometrists designed to increase their expertise in test interpretation, especially as test results relate to the individualization of instruction.

d. Supervises the preparation of all reports of test results including reports of test results on a system-wide basis.

e. Consults with other departments concerning their testing needs; plans and implements programs designed to meet their needs.

3. Three Educational Specialists --- Each Educational Specialist is assigned to one or more of the four Pupil Personnel Centers. They:

a. Coordinate activities of the psychometrists in the field.

b. Assist in the development of programs designed to provide assessment services to schools through the Pupil Personnel Centers.

c. Conduct workshops with teachers, principals, counselors, and parents in regard to the interpretation and use of test results, especially as such results relate to the individualization of instruction.

d. Conduct workshops with counselors, principals, and Testing Chairmen on test administration.

e. Serve as liaison person between the Center and the Section of Pupil Appraisal.

f. Coordinate special projects, such as the preliminary tryouts of new test instruments, as well as the development of such instruments.

g. Assist in the development of proposals with respect to the use of tests for the enhancement of the total educational process.

h. Serve as a resource person to the Psychometrist and other team members through consultation in individual schools and the Center.

4. Five Psychometrists --- Each Psychometrist is assigned to one of the four Pupil Personnel Centers and works directly with the schools. They:

a. Assist the Educational Specialist in conducting workshops with principals, counselors, teachers, and parents, and Center personnel, in regard to the interpretation and use of test results, especially as such results relate to the individualization of instruction and the Academic Achievement Project.

b. Consult with principals, teachers and counselors in regard to formal and informal testing needs.

c. Consult with teachers in regard to individualization of instruction based on formal and informal test results.

d. Insure that the guidelines for group testing are successfully implemented by each school.

e. Assist with special projects, such as the preliminary tryouts of new test instruments as well as the development of such instruments.

f. Participate in school-based conferences with school personnel and Center personnel regarding individual pupils.

In addition, the Pupil Appraisal Section have administrative and clerical support staff who assist the programs.

B. Roles of Participating Personnel

1. Building Testing Chairman --- The size of the school system and the limited size of the staff of the Pupil Appraisal Section preclude direct training of teachers in test administration and test interpretation. Therefore each principal selects a Building Testing Chairman who may be, for example, a guidance counselor or an experienced teacher interested and knowledgeable in testing. The Building Testing Chairman is responsible for the following:

a. Attends workshops on test administration conducted by the staff of Pupil Appraisal.

b. Conducts meetings with teachers in his building to give instruction in test administration and disseminate information received at workshops.

c. Receives and distributes test material to appropriate persons.

d. Plans building testing schedule for Testing Week including allocation of space and the assignment of proctors.

e. Is available to teaching staff during Testing Week for routine questions and/or crises that may arise.

f. Is responsible for supervising the preparation of answer sheets and machine-scorable booklets.

g. Is responsible for supervising the packaging of test booklets

for return to Pupil Appraisal.

h. Plans with the principal for the security of test materials.

After test results are returned, the Building Testing Chairman and/or counselor attend workshops on test interpretation and how to present and interpret test results to students and parents. They then conduct similar workshops for the teachers in their school.

Teachers and counselors interpret test results to parents through P.T.A. meetings, small group conferences, and individual parent conferences. After discussions with parents about the meanings of test results, they are given the Home Report which provides a listing and explanation of the test scores.

2. Testing Resource Personnel --- These are 54 school staff members who are available to help all schools make the best and maximal application of data from the city-wide testing programs. They are trained in a summer workshop, "Instructional Application of Group Test Results", conducted by the Pupil Appraisal Section and D.C. Teachers College. During the school year, after test results are received by the schools, Testing Resource Personnel assist the faculty and the Mobilization Teams in their own plus three or four neighboring schools with test interpretation as related to individualized instructions.

3. Proctors --- Because of the personnel shortage, local college and university students have been organized to serve the D.C. Public Schools as volunteer test proctors. They receive special instructions, preparation, and supervision for this purpose and have been very valuable.

4. School Principals --- Although he will have the assistance of Testing Resource Personnel, his own Building Testing Chairman, and the

Pupil Appraisal staff, each principal is fully responsible for the testing program in his school. In addition, he is responsible for the organization and supervision of workshops for his teachers and supportive staff. This includes necessary details about tests, testing procedures, test interpretations, and the use of testing information. Principals will also advise and assist teachers in preparing their students to validly take standardized tests.

C. Staff Development

Staff development programs are conducted throughout the school year with the assistance of the staff of Pupil Appraisal and consultants from the respective test companies. Test administration workshops are conducted by Pupil Appraisal for all concerned school personnel, especially principals, counselors, and Building Testing Chairmen.

The principals, counselors, and Testing Chairmen also attend test interpretation workshops after they receive results of the standardized tests in the form of Individual Test Records, Home Reports, Class Record Sheets, and School Frequency Distributions. Then they in turn conduct similar workshops for the teachers in their respective schools. It is the direct responsibility of each principal that the teachers in his school receive similar in-service training programs in test administration and interpretation.

The test interpretation workshops focus upon the following:

1. Examination of the various report forms, i.e. class record sheets, right response records, individual test records, home reports, and school frequency distributions.

2. Explanation of the terms used; e.g. grade equivalents, percentiles, norms, medians, means, etc.

3. Discussion and interpretation of test results for the individual pupils, classes and schools.

4. How to present and interpret test results to students, teachers, and parents.

5. How to prepare and interpret profiles and other graphic means of portraying strengths and weaknesses at the individual, class, and building level.

Following is the 1972 fiscal year calendar for staff development programs for personnel involved in D.C. Public School testing.

Date	Program	Participants
June 28 - July 23, 1971	Workshop: Instructional Application of Group Test Results	Testing Resource Personnel
August 24, 1971	Orientation: 1971-72 Testing Program	Administrators
August 30-31, 1971	Orientation: 1971-72 Testing Program	New TSA Personnel
September 14-15, 1971	Test Administration	Testing Chairmen and Testing Resource Personnel
November 8-9, 1971	Test Interpretation	Testing Chairmen and Testing Resource Personnel
December 2, 1971	Criterion-Referenced Tests	Testing Resource Personnel
February 1, 1972	Coordination of Pupil Appraisal Staff and Local School Staffs on Test Interpretation	Testing Resource Personnel
March 1, 1972	Test Administration and Sampling	Senior and Vocational High School Testing Chairmen
April 11, 1972	Review and Forecast: 1972-73	Testing Resource Personnel

April 18-19, 1972	Test Administration	Testing Chairmen
June 1-2, 1972	Test Interpretation	Testing Resource Personnel

D. Dissemination of Testing Information

The release and dissemination of all test score data for students in the District of Columbia Public Schools must be made according to the following guidelines:

1. An individual student's test results may be released only to the student or his parent or guardian.

2. Teachers and counselors are to help the student and his parent or guardian to understand and interpret the test results.

3. There shall be no posting of individual student standardized test results.

4. There shall be no public release of individual student tests.

These restrictions are for the best interests of the students and protect their rights and privacy. However, the District of Columbia Public Schools is also developing a comprehensive dissemination program to interpret test data and testing information for the general public, parents, parent-teacher and other interested organizations, and the local school communities.

In order to facilitate the best use of testing and other recorded information to help individual students throughout their school careers, identification numbers are being assigned to their records. This has already been accomplished for all students in grades one through ten and in two years will include every grade. It will enable a more effective, as well as more confidential, study of student progress and provide information which can help strengthen instructional programs. In addition, it will provide students

and their parents with a longitudinal picture of change, growth, and progress toward educational objectives.

CHAPTER 6. PLANNED TESTING PROGRAM MODELS

The existing model and immediate objectives of the testing program in D.C. Public Schools have been described in the preceding chapters. The model of what the testing program will be is partly dependent upon two things only one of which is a certainty: time and money. Regarding time, a certain amount is required to develop a valid testing program regardless how much money is available. Regarding money, although budgets are not within the scope of this report, the following 1974 and longer-range objectives will be described in terms of the funding that D.C. Public Schools could reasonably expect to receive if it is to carry on. Future testing program objectives will of course be expedited if higher levels of funding become available.

A. The Model for 1974

The following testing program objectives will be added to the existing model. They are to be accomplished within the next three years. They are ranked in the order of their priorities.

1. Criterion-referenced tests will be developed in reading and mathematics for all students in grades one through nine. --- The first of these tests will be ready for grades four and six, in reading, in January 1972. In September 1972, criterion-referenced tests are scheduled to be ready in mathematics for grades four and six. Within three years, such tests must be in use for grades one through nine.

This is one of the objectives which require a certain amount of

time to develop regardless of how much money is available -- although sufficient funds are obviously needed to pay the test development company for their services. It requires that reading and mathematics departmental personnel work with the test company developers to key the test items, diagnostic, and prescriptive procedures to the curricular objectives of D.C. Public Schools. It also means that in-service workshop programs for the staff development of teachers and other school personnel will be required. This will include special training in the interpretation of test findings and the utilization of the information for lesson planning to achieve instructional objectives. In addition, teachers will have to be prepared to interpret the information to parents whose understanding of their children's achievement, in terms of educational objectives, can directly and indirectly enhance the school program.

2. Standardized achievement tests in reading and mathematics will be given to all students in grades 10, 11, and 12. --- Presently standardized achievement tests are given to all students only in grades one through nine. Since such tests are already available for grades 10, 11, and 12, it requires only the funds, personnel, and planning necessary for implementation. The tests will provide important assessment information to high school students for realistic career planning. Students can be additionally motivated to use their remaining public school time to help prepare for desired employment, vocational training, or college. The tests can also provide important information to help parents understand their children's potentials and needs. Staff development programs will be necessary for teachers and other school personnel in valid test administration, interpretation, and utilization of the data for instructional purposes.

3. Additional professional staff should be hired for Pupil Appraisal Section services. --- Three Educational Specialists and five Psychometrists are obviously not enough for 146,000 students in 197 schools. Twice that number of professionals might not be enough either; but it would certainly help. Even though the operational plan utilizes these professionals to prepare the Testing Resource Personnel, Building Testing Chairmen, and principals to, in turn, actually prepare the teachers, more full time testing program personnel are much needed.

4. There should be a greater range and availability of optional tests. --- This should include central scoring services with pertinent test information available for system-wide records and greater test advisory services to the departments that use optional tests.

5. There should be greater availability of individual diagnostic testing which can be used for direct remedial and instructional services. --- This will be dependent upon the availability of additional professional personnel for administering and interpreting the tests. Additional help might come from supervised graduate students through an arrangement with local universities.

6. Information related to testing programs should be carefully planned for dissemination and released, not "exposed" via newspaper article sensationalism. --- Much has already been done in this regard. Much more will be accomplished as a result of the new systems of information storage and retrieval. It will enable clear and accurate reports on city-wide test findings, absolute protection of student identities, and scheduled reports and teacher conferences to help parents understand test results in terms of student strengths, weaknesses, and educational objectives. Although some

reporters may always attempt to write sensationally, a comprehensive information dissemination program will greatly reduce the possibility.

B. After 1974

The following testing program objectives are being considered for accomplishment shortly after 1974 -- or sooner if funds are available to expedite them.

1. Criterion-referenced tests should be developed for grades 10, 11, and 12. --- This is especially important to facilitate assessment, realistic planning, and preparation for careers. For students who hope to successfully enter post high school vocational training, college, or immediate employment, it can help increase final public school opportunities to work toward career objectives.

2. Criterion-referenced tests should be developed in the other academic areas in addition to reading and mathematics. --- This could include science, social studies, industrial arts, English, foreign languages, and the fine arts. There is no doubt about the importance of reading and mathematics, or that their priority is warranted. However a comprehensive program must recognize that other subjects are also very important and require assessments of student accomplishment.

3. Standardized achievement tests should be utilized in the other academic areas in addition to reading and mathematics. --- A number of well-developed batteries to measure the basic academic skills of high school students are available for this purpose. The information would be valuable for career planning for all students, especially those who hope to go on to higher education. The previously described needs for staff development to

prepare teachers to validly administer, interpret, and use the tests would apply here too.

4. <u>As an over-all objective:</u> A full range of the best types of all needed tests should be available in a comprehensive program with adequate specialized staff, teachers who are well-prepared by in-service training, and necessary consultive resources. A comprehensive testing program should also be continually updated to meet current student needs, should be supported with modern scoring, data storage and retrieval facilities, and have necessary supportive services. Such a testing program can then most comprehensively facilitate the total instructional program.